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ABSTRACT

Twenty-three studies in reading, each cited as exemplary by at least two of the approximately 100 reading teachers who responded to a 1978 survey, are listed in this paper. The studies are listed according to the three categories in which respondents were asked to place them: historical and longitudinal, descriptive, and experimental. For each category, mention is made of the study cited most frequently. (GT)

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EXEMPLARY STUDIES IN READING

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If you were asked to name the best studies that had implications for reading that had been done at any time, what studies would you name? To learn the answer to that question, in 1978 we sent approximately 500 questionnaires to directors of reading centers and other colleagues in the field of reading throughout Canada and the United States. We invited the recipients to indicate what they considered to be "exemplary" or "landmark" studies in each of the following three categories: historical and longitudinal, descriptive, and experimental. We did not define "exemplary" or "landmark" so that the respondents would feel free to provide their own rationale for their selections. To one

respondent, exemplary or landmark meant "outstanding because of originality and potential productivity"; to another, the words meant "opening up a new avenue of research." One wrote that, to him exemplary and landmark meant "useful in teacher education."

Based upon an approximate 20 percent return, the following were cited by respondents as exemplary or landmark studies. Under the historical and longitudinal grouping, the study cited twice as frequently as any other study was Nila Banton Smith's American Reading Instruction. Others cited by more than two respondents included Dolores Durkin's Children Who Read Early, Walter Loban's Language Development: Kindergarten through Grade Twelve, Walter Loban's The Language of Elementary School Children, and Mitford Matthews' Teaching to Read: Historically Considered. Two respondents named Bob Jerrolds' Reading Reflections: The History of the International Reading Association.

The favorite descriptive study by far was Kenneth Goodman's "Analysis of Oral Reading Miscues: Applied Psycholinguists." Others cited as exemplary or landmark descriptive studies by at least two respondents included Jeanne Chall's Learning to Read: The Great Debate, Theodore Clymer's "The Utility of Phonic Generalizations in the Primary Grades," Edmund Coleman's "Collecting a Data Base for a Reading Technology," Dolores Durkin's "Children's Concept of Justice: A Further Comparison With the Piaget Data," Jessie Reid's "Learning to Think About Reading," Ruth

Strickland's The Language of Elementary School Children, and Edward Thorndike and Irving Lorge's The Teacher's Workbook of 30,000 Words.

For experimental studies, the one cited most frequently was Guy Bond and Robert Dykstra's "The Cooperative Research Program in First-Grade Reading Instruction." Others cited as experimental studies by at least two respondents were David Ausubel's The Psychology of Meaningful Verbal Learning, Rebecca Barr's "Instructional Pace Differences and Their Effects on Reading Acquisition," Frederick Davis' "Fundamental Factors of Comprehension in Reading," C. H. Judd and Guy Buswell's "Silent Reading: A Study of the Various Types," Helen Robinson's "Visual and Auditory Modalities Related to Methods for Beginning Reading," S. Jay Samuels' "Letter-Name Versus Letter-Sound Knowledge in Learning to Read," and Edward Thorndike's "Reading as Reasoning."

All the studies that have been noted in this paper were mentioned by at least two respondents: In all, the respondents named 16 different historical and longitudinal studies, 30 different descriptive studies, and 35 different experimental studies. The majority of the experimental and descriptive studies cited by two or more respondents as exemplary or landmark appear in the form of journal articles, while the historical and longitudinal studies so cited appear as monographs or books. Only one respondent referred to a study in a language other than English; for that distinction, it is included in the bibliography.

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